DOCUMENT RESUME

ED 304 411 SP 030 931

TITLE Christa McAuliffe Showcase for Excellence. Developing Models to Enhance the Teaching Profession.
INSTITUTION American Association of State Colleges and Universities, Washington, D.C.
PUB DATE Sep 88
NOTE 52p.
AVAILABLE FROM American Association of State Colleges and Universities, One Dupont Circle/Suite 700, Washington, DC 20036-1192 ($5.00).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College School Cooperation; Demonstration Programs; Higher Education; *Instructional Improvement; Minority Group Teachers; *Organizational Climate; Preservice Teacher Education; *Student Recruitment; *Teacher Education Curriculum

ABSTRACT

The award-winning programs of five teacher education institutions are described in this monograph: (1) Developing More Innovative Curricula in Teacher Preparation Programs; (2) Strengthening Relationships with Local School Districts; (3) Building and Sustaining New Strategies for Involving the Entire University in Teacher Education Programs and Enhancing the Institutional Climate for Teaching and Learning; (4) Creating New Strategies for Ensuring the Quality of Graduates in the Field of Education; and (5) Discovering New Ways of Attracting Minority Youth to Enter the Teaching Profession. Information is provided about whom to contact for additional information on the programs and a listing is included of other programs that were nominated for awards, with names and telephone numbers of persons to contact as well as abstracts that briefly describe the programs. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED304411

Christa McAuliffe

SHOWCASE FOR EXCELLENCE

1 9 8 8

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

E. J. Harding

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP 030931

A A S C U

Christa McAuliffe

SHOWCASE FOR EXCELLENCE

Developing Models to Enhance the Teaching Profession

1 9 8 8

American Association
of State Colleges and Universities

Foreword

I am proud to announce the 1988 AASCU/Christa McAuliffe Showcase for Excellence Awards. The Showcase Awards were named in honor of the late teacher/astronaut Christa McAuliffe, who received her bachelor's degree from Framingham State College in Massachusetts and her master's degree from Bowie State University in Maryland, both AASCU institutions.

Teacher preparation has long been a vital element of the institutions that constitute the American Association of State Colleges and Universities (AASCU). From the days of normal schools and teachers colleges, AASCU institutions have grown into comprehensive public colleges and universities. Throughout the years of growth, they have continued to pay tribute to their historical roots through their colleges of education. The AASCU Showcase for Excellence Awards, conducted for the first time in 1985, were initiated to highlight the unique commitment of state colleges and universities to an important mission: the training of the future teachers of our nation.

Allan W. Ostar, President
American Association
of State Colleges and Universities

Introduction

To highlight the pivotal role state colleges and universities play in the preparation of teachers and to provide educators with program models for improving and enhancing the teaching profession, AASCU has approved the implementation of the AASCU/Christa McAuliffe Showcase for Excellence Awards Competition. Nominations are invited for programs in ten categories:

- Attracting more talented students as majors in the field of education
- Developing more innovative curricula in teacher preparation programs
- Strengthening relationships with local school districts
- Building and sustaining new strategies for involving the entire university in teacher preparation programs and enhancing the institutional climate for teaching and learning
- Creating new strategies for ensuring the quality of graduates in the field of education
- Initiating innovative applied research projects in education and disseminating the findings to schools and other campuses, as well as throughout the institution
- Discovering new ways of training teachers to work with disadvantaged youth
- Providing professional leadership to influence state policies affecting the field of teacher education
- Discovering new ways of attracting minority youth to enter the teaching profession
- Creating new strategies for attracting minority faculty members to schools and colleges of education.

Six AASCU institutions were recognized in the 1988 competition. The award-winning programs of these institutions are described herein, with information about whom to contact for additional information. Following the descriptions of the award-winning programs is a listing of other programs nominated for the 1988 award, with names and telephone numbers of persons to contact at the institutions, as well as abstracts that briefly describe the programs.

Developing More Innovative Curricula in Teacher Preparation Programs

Jacksonville State University (AL)
The Teaching/Learning Center
Contact:
Elsie L. Wright, Director
205/231-5346

State University of New York
at Purchase
Westchester School Partnership
Contact:
Sidney Trubowitz, Executive Director
914/253-5137

Jacksonville State University (AL)

Origins

The Teaching/Learning Center (T/LC) at JSU is a free on-campus, after-school one-on-one tutorial site. It was established so that JSU College of Education students could receive early and frequent practice in highly supervised tutoring of local city and county students in grades K-12. Early preteaching/tutoring experiences sensitize preservice teachers to the relevance of skills and knowledge provided during their classroom participation. Tutoring provides simultaneous on-the-job experience with those methods and strategies learned in the classroom. In a sequential format, this one-on-one tutoring experience prefaces the preservice teachers' next experience with small groups in other required practicum settings, and ultimately their culminating experience of student teaching involving the teaching, management, and control of the larger, expanded classroom.

Preservice Teachers' Activities and Objectives

Students in the T/LC Observe (1) developmental levels and concerns of multicultural groups; learn How To (1) Write daily lesson plans, (2) cope with differing personalities, learning styles, behavior and skill levels. (3) select appropriate instructional materials, (4) provide alternate modes of instruction, (5) use multisensory materials and equipment including kits, programmed texts, sound/filmstrip projectors, System 80 teaching machines, Audiotutorettes, electronic digitors, and a variety of microcomputers and software; write (1) Objective teacher made test items; wordprocess (1) teacher-made test items for data bank for pre-and posttesting of students enrolled in the T/LC; (2) a formal student progress letter to parents and teachers of tutees. Gain (1) computer literacy for computer-assisted instruction; (2) professional practice in communicating verbally with parents and teachers; (3) confidence as a teacher; (4) self satisfaction; Improve (1) scores on the Alabama Initial Certification Test.

JSU Preservice Teacher Outcomes

The success of JSU preservice teachers after the T/LC experience includes: (1) significantly higher mean scores in 3 of the 4 subtests on the Alabama Initial Certification Test, (2) higher evaluations of the JSU Teacher Education Program by first-year teachers than graduates of previous years who did not participate in the T/LC

program, (3) higher evaluations by principals of their first-year JSU teacher graduates than graduates of previous years, (4) higher ratings for first-year JSU teacher graduates on a comparative statewide survey of university graduates in teacher education.

Program Statistics

As of Spring Semester, T/LC has supervised 3,769 education students from the classes of 29 professors in 27,506 hours of one-on-one free tutoring of 1,674 county and city public school students representing 26 separate schools. Additionally, 5,375 hours of practice in teacher-made, computer-banked, objective based test item writing has been done by educational measurements classes to be used for pre- and posttesting of T/LC tutees.

Children's Gains from Tutorials

Demonstrated average academic and personal gains for the public school child in a three-month tutorial session averaging about 20 hours per child include the following: (1) reading posttest scores increased 14 months; (2) math posttest scores increased 8 months; (3) self-concept scores increased 10 percentile points; (4) parents indicate that report card grades have steadily improved.

The Center has succeeded primarily because: (1) It provides high interest-level materials and activities as well as skilled supervision; (2) Research indicates that an improved self-concept on the part of the student leads to improvement in academic achievement; (3) There is a relationship between the degree of motivation and the intensity of the stimulus; one-on-one tutoring provides high-intensity stimulation; (4) It has attempted to provide novel avenues to promote learning, and novelty tends to increase motivation; (5) Problem-solving tasks that tend to produce intrinsic motivation are attempted at the Center; (6) The pleasant learning environment that exists at the Center correlates with a rise in motivation to perform well; (7) It has been found that one-on-one tutoring permits the reinforcement of small successes, thus increasing the motivation to achieve; 8) Immediate feedback, which tends to increase motivation, is provided by computer drill and practice.

Innovation

The T/LC has been called the "Center for Two Learners" because both the local school students and JSU preservice teachers make

significant academic and personal progress. JSU classroom concepts are made more relevant and thereby reinforced through this hands-on practicum experience. The T/LC is unique because it is the closest replica of cooperative education that can be found within a College of Education framework.

Local legislators have proclaimed this to be one of the community's greatest "natural resources" and sources of community outreach. Several local school systems have discussed the possibility of establishing an after-school tutorial program on their campuses using the T/LC model. The Center's continuing goal is to aid the College of Education in graduating qualified teachers who are rich in experience as well as in information.

State University of New York at Purchase

Partnership Goals

The original goal of the Partnership was to increase instructional effectiveness of teachers; however, this goal has now become subdivided into the detailed objectives of the nine major projects related to inservice training. The ultimate purpose of the Partnership is to improve classroom instruction, lower the drop-out rate, and prepare students for entry-level job opportunities.

This is to be accomplished by providing a varied inservice program that will improve teacher competencies generally and their classroom performance in particular, while raising morale and enthusiasm for the profession of teaching. The components of the partnership are described below.

Academic Programs

• The *Teacher Center* attacks the problems of elementary-level teachers in science, math, and computer instruction by offering workshops, courses, conferences, field trips, minigrant incentives, and help with test construction.

• The *Center for Mathematics and Science Education* conducts summer institutes in chemistry, physics, and mathematics employing master teachers trained at the Woodrow Wilson National Fellowship Foundation in Princeton and using materials developed there. By this means, the problem of acquainting teachers with new developments in those fields can be explained.

• Project *WELD* and its successor, the *Center for Leadership Development*, have offered two-day seminars on aspects of sound administration for the benefit of local executives from education and industry. The instructors have been assigned to their jobs by IBM.

• High school *guidance counselors* are placed in local businesses and government offices for four weeks during the summer to learn more about area job opportunities and related information, which they subsequently relay to their students.

• The *Center for Economics Education* runs a five-day institute during the summer consisting of lectures on economics and the introduction to materials produced by the Joint Council on Economics Education.

• Project *MORE* has operated two summer sessions for teams of elementary teachers, presenting them with lectures on methods of motivating students to have greater zeal for school achievement.

• In 1987, Project *ABC* was the first of a series of aesthetic education institutes aimed at bringing dramatic arts more strongly into the curriculum. It will be followed by institutes on other art forms.

• The *Foreign Language* program seeks to improve instruction in that field, helping schools meet state requirements for universal foreign language instruction. The emphasis in 1987 was on oral methods of teaching foreign languages.

• *Communities in Schools* provided the rationale for *Great Potential.* The object of this effort is to reduce the number of so-called at risk students in four school districts. This is to be accomplished by gaining the support of a number of community agencies that aid the school in improving the academic achievement of at-risk students and helping them to solve the very real social, psychological, familial, health, pre-employment and general morale problems that they face. One project activity is staff development.

Program Evaluation

Each of the teacher-training projects has an evaluation plan, five of which include the services of an external evaluator. The assessment instrument most commonly used is a questionnaire that solicits responses of the participating teachers on the quality of instruction and its relevance to their classroom activities.

Other methods of measuring achievement of objectives include: (1) the self-assessment questionnaire, which requests information on the extent to which teachers are using new ideas learned in the project workshops; (2) anecdotal records; (3) testimonial letters; (4) attendance records; and (5) in one project, results from the administration of teacher-made tests. All evaluative findings are reviewed and summarized in the annual report by the Partnership Evaluator.

Partnership Projects and Activities

During the 1987-88 academic year, the Partnership served 28 school district members, undertook nine major projects, offered 110 work-

shops attended by more than 2,800 participants, trained 140 administrators, and had the support of 23 sponsoring foundations and corporations.

Strengthening Relationships with Local School Districts

Cleveland State University (OH)
The Greater Cleveland Educational Development Center
Contact:
Jeanne Sternad
Director, GCEDC
216/523-7107

San Diego State University (CA)
New Teacher Retention Project
Contacts:
Ann Morey, Dean
619/265-6091
Mary Cooper, Project Executive Director
619/229-2890

Cleveland State University (OH)

Mission and Origins

The Greater Cleveland Educational Development Center (GCEDC) is a consortium of 27 local school districts and education agencies in northeastern Ohio and the College of Education at Cleveland State University. The principal mission of the GCEDC is to provide quality staff development programs to teachers and administrators from its member districts as well as to College of Education faculty members and students. The GCEDC also provides staff development related research and consultant services.

The GCEDC was started in the spring of 1983 in response to a need to bring the resources of local school districts and the College of Education at CSU together to deal with mutual staff development and research concerns. The center was begun with start-up funds from the Cleveland Foundation, the George Gund Foundation, the Martha Holden Jennings Foundation, the Cleveland State University College of Education and membership support from 13 local school districts. GCEDC is currently supported by dues from member districts, the College of Education at CSU, and individual grant-funded projects.

Growth

Since its inception in 1983, the center has grown significantly. Membership has increased to 27 school districts and education agencies and the CSU College of Education. This growth has resulted in a demand for an increase in the number and scope of staff development activities. In 1983, GCEDC offered 10 days of staff development activities. By the 1987-1988 school year, the center offered more than 100 days of staff development activities to member and nonmember school districts. These activities have changed in focus and structure.

During the first year of the center's existence, teachers were targeted as the primary audience for the activities which consisted primarily of one-day, self-contained workshops. During the current academic year, the GCEDC is offering expanded staff development programs for teachers. Many of the programs are structured in a multiday format, in order to meet more fully the staff development needs of member districts.

Programs and Activities

All inservice programs offered by the GCEDC are suggested and developed by representatives of the school districts. Topics pre-

sented during the current school year that were designed for teachers focused on areas such as computer networking, teaching critical thinking skills, motivating staff and students, elementary guidance strategies, teaching in the content areas, and curriculum development.

Programs directed toward administrative staff have included workshops on marketing the school district, preparing for the state minimum standards evaluation, instructional supervision, and AIDS policy and curriculum development.

During the 1988-89 school year, the GCEDC will present hands-on, involvement-oriented staff-development experiences focusing on topics such as cooperative learning, motivating staff and students, curriculum development, learning styles, the writing process, building self-esteem in students, and classroom management. GCEDC has engaged such well-known speakers as Roger and David Johnson, Raymond Wlodkowski, Erlene Minton, Carole Helstrom, Bernice McCarthy, James Connell, John Piper, and Harry Wong to lead programs.

An increase in demand for educational research has resulted in the Center's involvement in a number of externally funded research projects. The Center has conducted several curriculum evaluations, comprehensive middle school evaluations, an administrator salary structure study, a community needs survey, and an enrollment projection study.

The center has also been involved in several grant funded inservice education projects. They include the Mainstreaming/Staff Development Project, funded by the United States Department of Education, Special Programs; the Principal's Assessment Center project, funded by the George Gund Foundation; and the Education Policy Fellowship Program, funded by the Cleveland Foundation. The GCEDC also established the statewide Reading Recovery Program in the 1987-88 academic year.

The Mainstreaming/Staff Development Project, a federally funded grant project designed to train administrators and teachers to develop effective inservice education plans in the area of special education was completed in 1987. The Greater Cleveland Administrator Assessment Project is also a component of the GCEDC. Begun in 1986, it is a National Association for Secondary School Principal's Assessment Center which assesses the leadership skills of preservice and inservice principals. EQUALS, a nationally dis-

seminated inservice education program, has as its preliminary goal the retention of women and minorities in the field of mathematics.

One by-product of the collaboration of school districts and the College of Education at CSU is the increased opportunity for educators throughout the Greater Cleveland area to network with others in their areas of expertise. This networking occurs at both the administrative and faculty levels.

The collaboration of school districts and the College of Education at CSU, in the GCEDC, is a successful approach to solving many of the inservice teacher education and research concerns of educational agencies. Staff development and research activities conducted through the GCEDC permit cost-effective and varied programs.

New Teacher Profile

There are 25 new teachers participating in the New Teacher Retention Project this academic year. For all of these teachers, this is their first contact with the teaching experience. The participant cohort is composed of two men and 23 women whose average age is 30. Sixty-four percent are from ethnic minorities. Almost all hold the baccalaureate as their highest degree, 75 percent attended teacher preparation programs in California colleges or universities, 8 percent are from other states, and 17 percent received their professional education in Canada. Seventy-one percent of the new teachers have come to teaching after having been involved in other careers or occupations.

For the most part, the new teachers' classes are self-contained, and they are responsible for instruction in all subjects of the curriculum. Twenty-four percent of the new teachers are teaching in bilingual classes. Sixty percent teach upper elementary classes; 44 percent have grade combination classes. The average class size is 30 students. The cultural diversity of the new teachers' classes matches or exceeds overall district patterns of ethnic representation. The cultural/ethnic groups represented among the new teachers' students are Black, Cambodian, Filipino, Hispanic, Indochinese, Laotian, Mong, and Vietnamese.

Conceptual Framework

The first year of teaching is conceptualized as a critical period of transition during which professional self-concept is shaped and the theoretical understandings of preservice education are applied to and modified by actual professional practice. The project is designed to encourage, assist, challenge, and support the new teachers through this transition period.

Content Emphasis

Five thematic strands constitute the substantive focus of project activities. They include: (1) understanding learners, their individual as well as culturally significant distinctions; (2) recognizing the importance of this understanding in developing and implementing both instruction and management effectively; (3) expanding and deepening content understanding as a strategy for improving teachers' curriculum knowledge; (4) expanding the new teachers' repertoire of instructional approaches and enriching their capability for

adapting and adjusting approaches to varied learners and learnings; (5) developing an analytical orientation toward professional practice.

Seminars and Release Days

Over the course of the academic year, the new teachers participate in 90 hours of project-sponsored seminars and release day workshops. The curriculum for these sessions is designed to simultaneously provide practical support and assistance to the new teachers and encourage them to develop a reflective/analytical perspective about their professional practice.

The seminar and release day workshops and readings provide the new teachers with opportunities to broaden their knowledge of curriculum issues, empirical research, and promising practices. They provide a forum for the new teachers to interact with each other, their mentor teachers, and other accomplished professionals on issues critical to sound practice.

Structured in this manner, the seminars and release days constitute a potentially powerful device for positive professional acculturation. Through the seminars, the new teachers prepare case studies on their classes, critique their own and others' approaches to problem preventing and solving, and analyze alternative adaptations of curriculum.

Support Systems

The support system of the project consists of an expansive network of public school teachers and administrators as well as university faculty. Each of the new teachers in the project has been matched with a mentor teacher whose current teaching assignment approximates that of the new teacher. The project provides five release days to both the new teacher and their mentors for visits to each other's classrooms or for curriculum/instruction/materials development activities.

The mentors assist the new teachers in classroom organization and management, instructional coaching, subject-matter related enrichment ideas, and suggestions for material acquisition. The mentors also participate as resource persons and presenters in project-sponsored release days and seminars.

Resource teachers from the school district's staff development, basic education, second language, and race and human relations de-

partments as well as the mentors serve as seminar presenters and classroom consultants. Seven university faculty members serve the project in similar ways. They are supported by the project on a replacement/release basis.

Resources and Stipends

The project also provides the new teachers with financial resources for purchasing instructional materials, attending conferences, and university course credit scholarships. Release days for cross visits between mentors and new teachers and for workshops are financed by the project.

Collaboration

The project is a wholly collaborative undertaking between the San Diego Unified School District (SDUSD) and San Diego State University (SDSU). The director of the Bilingual Multiple Subject Credential Program at SDSU and the director of the Staff Development Department in SDUSD serve as project codirectors. The executive director of the project provides the liaison between project policy development and implementation.

All aspects of the project are jointly planned, reviewed, implemented and evaluated. Seminars and release day workshops are presented by teams composed of individuals from both institutions. Classroom observations and consultations are provided by university as well as school district personnel. The collaborative element is considered essential to the project's success in integrating theory and application.

Evaluation

The internal evaluation of the project focuses on three areas: evidence of positive project impact on new teachers' competence in instructional strategies, subject matter understanding, and professional judgment; evidence of new teachers' commitment to teaching in culturally diverse settings; and the efficacy of the collaborative model represented in this project to provide appropriate support and professional development opportunities to new teachers.

Building and Sustaining New Strategies for Involving the Entire University in Teacher Preparation Programs and Enhancing the Institutional Climate for Teaching and Learning

San Diego State University (CA)
San Diego Unified School District
Teacher Education Institute
Contacts:
Ann Morey, Dean
619/265-6091
Mary Cooper, Project Executive Director
619/229-2890

San Diego State University (CA)

Mission

The mission for SDSU-SDUSD Teacher Education Institute is to implement a collaborative decision-making model for teacher preparation that includes teacher educators, university content area specialists, and public school faculties. In addition, the Institute develops a fully integrated program of studies for teacher preparation through the collaboration model. This includes reviewing prerequisite and undergraduate courses as well as components in the credentialing program for the purposes of increasing articulation and collaboration between these phases of preparation.

Model

This collaborative decision-making model builds on existing structures that influence policy making and program implementation within the partner institutions. The structural components of this model include the University Teacher Education Advisory Council, the Teacher Education Institute Steering Committee, the Curriculum and Instructional Issues Review Committee, the Crawford Experimental Instruction Group, the Multiple Subjects Adaptations Group, and the Workplace and Professional Growth Task Force. Each of these groups is made up of representatives of key constituencies of the collaborating institution.

The University Teacher Education Advisory Council (UTEAC) was created by the Academic Senate as a university-wide forum for discussion of issues related to teacher education and policy development. It is chaired by the dean of the College of Education. The focus of the UTEAC is on the all-university responsibility for teacher education and the linkages and relationships that foster this partnership. The Council seeks to promote this sense of common purpose among undergraduate content discipline faculty, teacher education faculty, and educators from the public schools.

Representatives from all of these groups serve on the UTEAC. They include university faculty and deans, public school teachers, principals, and school district superintendents. The UTEAC reports to the president and advises the dean of the College of Education on new curricular and programmatic developments in the field of teacher education, as well as overseeing and reviewing all of the activities of the Teacher Education Institute.

UTEAC is particularly attentive to how efforts at collaborative curriculum development and instruction are progressing and will formulate policy recommendations for promoting collaboration to the appropriate policy structures of the partner institutions and disseminating information. The composition of the UTEAC makes it a potentially powerful network for accomplishing those objectives.

The Crawford Experimental Instructional Group is made up of content area triad teaching teams in history, natural science, and English; the SDSU Teacher Education block leader; the Crawford High School principal; the curriculum coordinator from Crawford; the executive director of the Institute; and the internal evaluator.

This group is developing and implementing experimental curriculum at Crawford High School. The curriculum is based on the pedagogical content knowledge paradigm elaborated by Lee Shulman and his associates at Stanford. This group meets continuously to review, revise, extend and evaluate their pilot. Twenty-four credential students participated in this field based site during 1987-1988.

The Multiple Subjects Task Force is made up of representatives from the planning year's task forces on prerequisite knowledge and general education, professional education and induction, the block leaders from the Cuyamaca Elementary School Model Education Center, the Maryland Avenue Elementary School Alliance for Excellence, the three new field sites, the director of the School of Teacher Education and the executive director of the Institute.

This group considers issues related to extending collaborative instruction into the multiple subjects program with particular attention to strategies and mechanisms for incorporating university faculty from the subject area disciplines and for adapting the pedagogical content knowledge paradigms to elementary teacher preparation.

There is compelling preliminary data that suggest Institute goals are being successfully addressed. Examples include:

• The formal structure of the program decision-making process in teacher education has been altered to include advisory committees made up of teacher educators, public school faculty, and student teachers from each of the ten school based program sites.

• The curriculum review process within the university will be expanded to include advisory review by a collaborative teacher educa-

tion program committee of proposed courses in the academic programs of prospective teacher education students.

• Three student teachers in the experimental instructional model have been recognized for excellence in teaching.

• One of the academic department faculty members participating in the Institute-sponsored experimental model has initiated a "Faculty Teaching Seminar" with colleagues in his own department. They have begun meeting weekly to examine their own teaching practices.

The Institute is also investigating strategies and policy reforms that will increase recognition of service to public schools in the tenure and promotion process. Simultaneously, it is exploring with the school district ways in which teachers' involvement in teacher preparation can be more formally acknowledged, accommodated and supported.

Creating New Strategies for Ensuring the Quality of Graduates in the Field of Education

Memphis State University
Graduate Internship-Based Teacher Preparation Program
Contact:
Barbara Burch, Interim Dean
901/454-2352

Memphis State University (TN)

Origins

By developing two new graduate-level programs in 1984 and implementing them in 1985, the College seized the opportunity to embark upon a model for preparing teachers that would lead them into the 21st century. This was also a period in Tennessee when the state was positioning itself to be on the vanguard of educational reform, and saw teacher improvement as fundamentally related to improvement in the quality of schooling.

The Master of Arts in Teaching (MAT) Program was created as a professional internship-based preparation model for students seeking intial certification and a master's degree. The Lyndhurst Program was established as an accelerated, nondegree certification program for highly talented arts and sciences graduates preparing to teach in subject fields needed by the cooperating systems. Both programs require an enriched liberal studies background for teachers, a full-year teaching internship, an extensive mentoring arrangement, a partnership between the university faculty and school practitioners, and high admission requirements.

The rationale for the internship was that there was too much to be known and done in becoming a teacher to accomplish it all in the typical four-year period of a baccalaureate program. It was also accepted that professional preparation required a more comprehensive and systematic curricular design, building in a student support system through entry and progression in cohort groups, and inclusion of skills to develop reflective teachers. An underlying philosophy in developing these programs was that more rigorous preparation would elevate the status of the profession.

Program Purpose

The programs are designed to: (1) link theory, research, and effective practice; (2) attract academically talented candidates from a broader applicant pool; (3) develop teaching competence through use of practitioner mentors; (4) provide a strong support system for trainees, using a tripartite mentoring approach including classroom teaching, arts and science specialists, and pedagogical specialists; (5) expand the scope of the internship to include induction support as well as entry-level competence; (6) provide professional development opportunities in authentic roles to meet the socialization needs of beginning career professionals; and (7) enhance the professional

image of teachers by establishing a more rigorous and intensive professional preparation model.

Master of Arts in Teaching (MAT)

The MAT Program is Memphis State's response to modern day teaching complexities and challenges. It is a 15-month, four-semester, graduate-level teacher preparation program that incorporates the most current knowledge about teaching. It is based on a curriculum that emphasizes both the professional knowledge base and the skills needed for effective teaching. Admission requirements include a strong academic background with a baccalaureate degree in a teaching major field, above average performance on the Miller's Analogies Test or the Graduate Record Examination, and successful completion of intensive interviews.

Admitted only once a year, candidates are designated as Fellows and progress through the program as a cohort. The keystone of the MAT program is the graduated, year-long internship, based on a cooperative university-school partnership and enriched by the development of a mentoring relationship between each Fellow and a faculty team. Fellows move from introductory teaching experiences to serving as teachers of record, supported and instructed by practitioner mentors based in the school and pedagogical and content specialist mentors based at the University.

Lyndhurst Program

The Lyndhurst Program is an accelerated, nondegree alternative certification program, designed to prepare secondary teachers in critical need subject fields. This rigorous, clinically based model is specifically designed to accommodate highly motivated, mature and talented students.

It is based on three major assumptions: (1) only persons with above-average preparation for teaching, with strong academic backgrounds and pedagogical skills, should be certified to teach; (2) universities need to design and evaluate alternative teacher preparation models; and (3) teachers can best be prepared through a meaningful partnership between school systems and a clinically based university program. Funding is provided by the Lyndhurst Foundation, the participating school systems, and Memphis State University.

Memphis State University (TN)

Participants are selected cooperatively by the College of Education and the participating school systems to fill designated teaching assignments in the school system. An intensive summer semester emphasizes the development of pedagogical skills and precedes the internship. During the internship, Fellows serve as teacher-of-record for three classes. Their all-day presence in the school environment provides time for observation of other teachers, instructional planning, and participation in other school events and activities.

The induction into full-time teaching provided by the Lyndhurst Program allows time for the refinement of teaching skills and the enrichment of the subject field information base. At the end of the year-long internship, successful candidates gain teacher certification and credit for completion of the Tennessee Career Ladder probationary year.

Evaluation

While the students admitted to the program have received baccalaureate degrees from at least 23 different states, most of the students completing the program enter teaching in Memphis and the Mid-South region. They represent a wide mix of socioeconomic backgrounds, and the racial composition is approximately 15-18 percent minority. Students graduating from the program have higher academic credentials (GPAs), score higher on standardized teaching tests, and are rated as better prepared than traditional four-year program graduates by both university supervisors and school practitioner mentors.

Discovering New Ways of Attracting Minority Youth to Enter the Teaching Profession

California State University, Dominguez Hills
The Pool of Recruitable Teachers Program (PORT)
Contact:
Judson H. Taylor, Dean
213/516-3519

California State University, Dominguez Hills

Origins and Purpose

For the past twenty years, California State University, Dominguez Hills has played a major role in preparing teachers for urban, multiethnic classroom assignments. Typically, more than half of the students in the credential program are members of ethnic groups under-represented in the teaching profession.

In 1983, minority representation in the program began to decline dramatically with the implementation of the California Basic Education Skills Test (CBEST) as a credential requirement in California. Passing the CBEST also became an admission requirement to the teacher credential program at CSUDH leading to a precipitous drop from 50 percent under-represented to less than 30 percent in just one year.

An academic assessment and remediation plan was implemented immediately at CSUDH in order to address the basic skills problem in the undergraduate program. Considerable success was achieved in increasing the passing rate of the minority students at the university, but it became apparent that it was necessary to work more closely with the elementary and secondary schools if major gains were to be achieved.

The Pool of Recruitable Teachers (PORT) program is a three-year effort to develop, field test, and implement recruitment and retention strategies that will increase the pool of teachers from ethnic minority groups. In the first year of the program, a variety of activities was initiated, ranging from a conference for university leaders to a future teacher class for junior high school students.

A conference involving deans of education and vice presidents of academic affairs from all 19 CSU campuses was held on February 11-12, 1988. The conference was cosponsored by the California State University Chancellor's Office. Presentations were made on the extent of the minority representation problem and successful efforts to recruit and retain minority teachers. In addition, a document reviewing the literature on recruitment and retention was commissioned for the conference and given to the participants.

A one year follow-up questionnaire will be sent to all participants in January 1989 to determine the extent to which the ideas presented at the conference have been implemented at CSU campuses. Informal discussions with the deans suggest a significant increase in activity related to the recruitment and retention of minority teachers during the last six months. Changes in minority

teacher enrollment in CSU teacher training programs will be evaluated over the next three years.

Future Teacher Institute

Fifty-eight minority junior high and high school students participated in an on-campus, Saturday program designed to introduce them to the "classroom of the future." Two groups of approximately 30 minority students each completed a ten-week program that included three weeks of preparation and seven weeks of actual teaching with elementary school students. The future teachers were paid an hourly wage for their work as teachers in the program.

Parents of 400 children applied for admission to this Saturday morning program billed as "academic enrichment for college bound 3rd to 6th graders." The future teachers worked in cooperative teams utilizing the campus classrooms, computer labs, video equipment, and biology labs.

Two in-depth evaluations of this project revealed a highly positive experience for the participants. All students in the first cycle wanted to continue in the program. Those indicating teaching as a potential career rose from 20 percent prior to the program to 70 percent following the program. The parents of the children who were the learners in the future teachers' classes also rated the program as highly beneficial to their children. A follow-up study of the future teachers' choice of university major will reveal the long-term impact of the program. The approach is being widely disseminated to schools of education throughout the country.

Junior High School Program

In order to expand the pool of qualified minority teachers, it was deemed necessary to start at the junior high school level. A "World of Education" class, the first of its kind at this level, was introduced at Curtiss Junior High in the Los Angeles Unified School District. Students who were successful in completing the in-class work were allowed to become tutors at a neighboring elementary school.

The program was so successful that the school district has agreed to use district funds to hire the "World of Education" teachers next year and to implement the program at two additional junior high schools. All participants will be surveyed next year to see if they continue in the future teacher club or class at that level.

California State University, Dominguez Hills

Career Ladder Program

In order to attract bilingual students to teaching, a career ladder program has been developed with the Lennox School District, whose enrollment is 90 percent Hispanic. Eighty bilingual aides indicated an interest in pursuing a program leading to teaching, and an initial group of 15 was enrolled in the University in the spring semester of 1988. The district will guarantee a teaching position to the aides who complete the program. A lottery grant has been secured to install a TV receiving dish at the Lennox site so that the aides will be able to take some of their CSUDH courses via our instructional television network.

A larger pool of several thousand bilingual aides is being targeted in the Los Angeles Unified School District. A faculty member with a reduced teaching load is working with the LAUSD administration to facilitate the recruitment of these potential teachers. The district will pay the tuition and fees for any student enrolling in one of its programs leading to a career in teaching.

Evaluation

As a result of the PORT program, more than 1,200 principally minority students have participated in learning activities designed to promote or retain an interest in a career in education. A junior high school future class has been field tested and adopted by the Los Angeles Unified School District; junior high and high school students have experienced success in classrooms as teachers of young children; community college and university students have been given a realistic look at their own academic competencies and assistance in improving them; bilingual aides in neighboring school districts have been guided into the University's teacher training program; leaders in the California State University system have made a commitment to expanding the pool of qualified minority teachers; and new models such as the Future Institute have been disseminated widely to other teacher education institutions.

Attracting More Talented Students as Majors in the Field of Education

Columbus College (OH)
Teacher Education Program
Contact:
Polly K. Adams, Professor of Early Childhood Education
School of Education
404/568-2255

A Task Force on Mid- and Long-Range Planning in the School of Education was charged by the dean with identifying: (1) program needs, aims, goals, and objectives to meet the identified needs; and (2) resources, procedures, and products expected to be utilized during implementation. The resulting document, which included input from all faculty, highlighted attracting more capable teacher education majors by increasing standards, program quality, and community image. Implemented in AY 1984-85, the grade-point average entrance requirement for teacher education was increased; each teacher certification major was reviewed in light of its contemporary offerings and quality; community efforts were prioritized; research studies were conducted; student screening examinations were initiated; and professional dialogues among local educational institutions were increased.

Developing More Innovative Curricula in Teacher Preparation Programs

Murray State University (KY)
Alternative Special Education Certification (ASEC)
Contact:
Allan Beane, Director of Learning and Developmental Disorders
502/762-2447

This Alternative Special Education Certification (ASEC) program reflects a cooperative arrangement with 27 school districts and Murray State University College of Education, Department of Special Education. Instruction is delivered through a blend of effective traditional structures, computer-assisted instructional packages, computer-assisted video instruction, a telecommunications component that connects the personal computers of 57 preservice teachers with personal computers of instructors, and on-the-job training. Support strategies include tuition, reimbursement for travel and substitute teachers.

Award Nominees

University of South Florida
Professional Physical Education
Contact:
Hubert A. Hoffman, Chair, P.E.D.
813/974-3443

This innovative program views preservice teacher education as one part of the continuing teacher development process. Designed to be a powerful treatment, the program is based on a teacher development model, is organized around six program elements, expects faculty to model desired professional behaviors, and accepts responsibility for continued professional growth of its graduates. Included in the goals of the program are subject matter competence, pedagogical skills, understanding of professional issues and ethics, and development of a commitment to continued professional growth during the critical induction years. A unique program feature is a four-semester sequence entitled "Personal/Professional Development Seminar."

The University of Tennessee at Martin
The Elementary Science Education Institute
Contact:
J. Preston Prather, Associate Professor of Education
901/587-7166

The 1987 Elementary Science Education Institute prepared teams of local educators with advanced skills needed for planning and implementing programs for the reform of elementary science instruction. The three-year project provides for participation of nine four-member teams per year from geographically dispersed rural Tennessee school systems. Each team consists of a primary (K-3) and an intermediate (4-6) teacher, their principal and instructional supervisor. Each program cycle contains two parts: (1) intensive academic preparation, and (2) a practicum culminating in a one-year field project to be carried out by each team in its school system and surrounding educational district.

Western Michigan University
Required Science and Mathematics Teaching Minor
Contact:
Arnold M. Gallegos, Dean,
College of Education
616/387-2960

Elementary education students at Western Michigan University are required to complete preparation in science and mathematics under provi-

sions of the curriculum set in place Fall Semester 1985. Students complete a 27 semester hour Science and Mathematics Teaching Minor. The Colleges of Arts and Sciences, Education, and General Studies developed and collaboratively offer the minor. The science component (12 semester credit hours) consists of one course in each of three science areas: biological, physical, and earth. The mathematics component (10 semester credit hours) includes geometry, probability and statistics, and teaching elementary mathematics. To complete the minor, students take two courses in education (5 semester credit hours), including a field practicum.

Strengthening Relationships with Local School Districts

Appalachian State University (NC)
ASU-Public School Partnership
Contact:
Elizabeth Long, Executive Secretary
704/262-6108

The ASU-Public School Partnership was formally established on July 1, 1987. Represented in the Partnership are Appalachian State University's Reich College of Education, The Northwest Regional Education Center, (a division of the State Department of Public Instruction), and five local education agencies—Ashe, Avery, Caldwell, Watauga, and Wilkes County Schools. By broadening lines of communication between the University and the participating school systems, the Partnership seeks to identify common interests and needs of the member units. A shared decision-making process with equal participation by all member units is used to meet the needs of the member units.

California Polytechnic State University
Teacher Education Institute
Contact:
Richard L. Warren, Head
Education Department
805/756-2583

The focus of the Teacher Education Institute is collaboration in the development of a model teacher education program. Collaboration exists among university academic departments, the Education Department, and school districts in the areas of decision making, instruction and supervision. The Institute is nearing completion of its second year. It has in place a

collaborative decision-making process and has under way a series of pilot projects in various stages of institutionalization. Participants are enthusiastic about the work of the Institute and about the prospects for its long term role as a dynamic agent of collaborative teacher education.

Chicago State University (IL)
Project CHALLENGE Program
Contact:
Carol R. Gearring, Director
Project Challenge
312/995-2400

Project CHALLENGE is an academic enrichment program for gifted minority students who are not adequately being served by the public schools. It provides a daily program of instruction for approximately 150 gifted minority secondary students in English and mathematics and utilizes the facilities, resources, and expertise of the university.

The first summer program generated extremely satisfying pre- and post-test results using the Iowa Test of Educational Achievement, mathematics and science parts. Its "gifted and talented" minority students began the summer with an overall average that was just below the national average. At the conclusion of the program, students produced an overall average which was at the 69th percentile. In addition, substantial increases in attendance rates, class rank, college acceptances, scholarships, participation in academic competitions, and memberships in organizations such as the National Honor Society were found.

East Texas State University
East Texas Teacher Education Council (ETTEC)
Contact:
Mary Jane Vance, Director, CEFEE
214/886-5643

The ETTEC, a consortium of 13 public school districts and ETSU, submitted a proposal for ECIA Chapter 2 block grant funds and received approval for both the basic proposal and the extended effort. A major component was the creation of the new position of Director-Clinical Supervisor for the ETTEC. This individual provides for all inservice activities for public school supervisors of student teachers both on site and on campus; is available to assist each member district; makes arrangements for the provision of tuition-free, graduate-level instruction in microcomputer applications; develops innovative/exemplary programs for the ETTEC; and improves communication between the public schools and the university.

Eastern Michigan University
George School Project
Contact:
Christella D. Moody, Administrative Assistant
to the Dean
College of Education
313/487-2035

University and public school faculty collaborated on the design of a system that would improve the quality of the student teaching experience and improve the peer coaching skills of classroom teachers. Some of the teachers had received training in effective teaching and peer coaching but lacked an opportunity to practice and coach someone else. This program provided a natural opportunity for the teachers to "practice" their new skills and a means for the university to strengthen relationships in the school district. While the regular student teaching experience is more traditional and university directed, this pilot program provides for some involvement of local school district personnel. Bimonthly seminars related to current research on teaching and learning and instructional supervision are held in the school for cooperating teachers and student teachers. Through peer coaching, the participants practiced research based skills, analyzed and refined techniques, received feedback, and made adjustments as needed.

Eastern Oregon State College
Region School Collaboration
Contact:
R. Doyle Slater, Director of Teacher Education
503/963-1529

In 1986, the School of Education at Eastern Oregon State College initiated a program to promote academic excellence in schools within a 10-county, 40,000-square-mile rural region. The focus is collaboration among the 159 schools in 71 districts. Common program and staff development needs are identified, and region resources are pooled to provide activities and experiences.

Emporia State University (KS)
"Connections" A Model for Collaborative
Preservice Teacher Education
Contact:
Michael Morehead, Director
Office of Professional Education Services
316/343-1200 ext. 5486

Emporia State University's teacher education program is built on a "Connections" philosophy of collaboration between public school and university educators. The "Connections" model is governed by four representative councils. The councils emphasize quality teaching behaviors and outline goals and competencies that ensure constant monitoring and communication between a variety of educational constituencies. These councils are unique because each has representation from the following educational constituencies: teacher educators, public school administrators, academic experts from across the university, and public schools teachers. Each council has a distinct responsibility but is linked with the others through cross-representation.

Georgia State University
Principals Center
Contact:
Charles L. Fallis, Department Chairman
404/651-2529

The Principals Center at Georgia State University was established in 1984-85 in cooperation with 11 metropolitan Atlanta school systems. The primary purpose of the Center is to assist both principals and local school districts in improving educational opportunities for students in the Atlanta area. This objective is being achieved through three program components: (1) the Metropolitan Assessment Project provides information needed to identify and to develop potentially strong candidates for the principalship; (2) the professional development program offers a systematic approach to inservice activities for practitioners not provided through the local school districts; and (3) the research/dissemination component provides related and current data about the profession to its membership. It also provides a vehicle for expanding the literature written by practitioners.

Indiana University-East
A Public School-University Partnership
to Improve Clinical Supervision
Contact:
Carol S. Browne, Director
Educational Programs
317/966-8261 ext. 307

The aim and underlying principle of this project is to recognize that classroom teachers acting as clinical supervisors should be recognized for the crucial role they play in teacher education and, on that basis, should be selected carefully and rewarded appropriately. It was seen as beneficial to
38 employ a collaborative strategy between the university and public school

teachers that resulted in an organized and focused approach to clinical education. This goal could only be achieved if teacher educators understood more clearly the expectations of classroom teachers and classroom teachers became teacher educators who supported and encouraged a reflective environment for practicing a variety of effective teaching strategies. Teachers who completed the clinical supervision training are recognized by the university as "adjunct faculty," are paid for their clinical supervision, and are the only teachers with whom university students are placed for clinical experiences.

Kean College of New Jersey
A BEGINNING
Contact:
James Cook, Dean, School of Education
201/527-2136

Kean College began an aggressive and positive campaign to build strong relationships with local school districts. In Summer 1985 a Bridge Program was initiated for high school minority juniors and seniors who were taking college level courses for credit. An adopt-a-school program was added in Fall 1986. This program provided services to Weequahic High School and all elementary schools that form its cluster.

An Urban Scholars program, initiated in Fall 1987, provides 20 scholarships a year, including tuition, fees and books. The scholarships are good for a period of five years.

Kearney State College (NE)
Outreach
Contact:
Tom Contine, Coordinator
308/234-8513

Outreach was instituted as a program of the Department of Professional Teacher Education, School of Education, Kearney State College, in September 1987. The faculty of the School of Education has charged Outreach with the mission of providing assistance to the K-12 schools of Nebraska in all areas of school improvement. Outreach seeks to fulfill its mission of serving Nebraska's schools by entering into partnerships with local school districts and with educational service agencies, and by pooling experience, expertise, and resources. Outreach projects have been developed and delivered in response to the expressed needs of classroom teachers, school administrators, schools, and school districts of the state of Nebraska.

Award Nominees

Metropolitan State College (CO)
Cooperative Laboratory Schools
Contact:
Charles V. Branch, Dean
School of Professional Studies
303/556-2978

Metropolitan State College, Denver, Colorado has worked closely with a number of public school programs. One very successful partnership is a cooperative laboratory schools program with the Denver Public Schools. Six years after its start, the program includes one high school, two middle, and three elementary cooperative laboratory schools. The program seeks to improve education, provide field-based experience for MSC students, develop faculty at DPS and MSC, and better utilize community resources.

New Jersey Institute of Technology
Junior High/Middle School Science
Curriculum Improvement Project
Contact:
Howard Kimmel, Assistant Vice President
for Academic Affairs
201/596-3574

NJIT and Fairleigh Dickinson University have established a collaborative arrangement among university and secondary school teachers, in which a model has been created for the professional development of science teachers and the improvement of science curricula. The model includes a regional electronic resource-sharing network that actively involves teachers in exchanging and integrating successful approaches, materials, and curricula into their teaching practices. Interdistrict cooperation and participation in curriculum and resource development occur because the geographical boundaries normally constraining such a process are eliminated. The network reduces isolation of teachers from their peers and provides opportunities to seek help from experienced colleagues and university faculty.

Northern Arizona University
Program for Learning Competent Teaching
Contact:
Margaret A. Hatcher, Associate Executive Director
Division for Professional Programs
Center for Excellence in Education
602/523-2641

Through the Program for Learning Competent Teaching, the university collaborates with two school districts to improve classroom instruction while providing school-based training for elementary education majors. University instruction, integrated into "blocks," is provided onsite in elementary schools, giving students the opportunity to apply ideas and approaches immediately in daily classroom teaching. University faculty join with classroom teachers to provide a strong instructional program and support system for junior-level university students, who become responsible for children's learning from the first week of the semester. Evaluation of this performance-based program indicates that students gain teaching skills, knowledge, and confidence while classroom instruction improves.

State University College at New Paltz (NY)
Operation Outreach
Contact:
James J. O'Connell, Dean
School of Education
914/257-2096

Operation Outreach is a multifaceted program designed to strengthen the partnership between The College at New Paltz and local school districts. Included are initiatives in graduate programs, inservice development for local school districts, unique linkages to Teacher Centers and other organizations, recognition of outstanding educators, cooperative endeavors between schools and The College, and a process to effect continuing professional relationships.

University of Central Arkansas
The Center for Academic Excellence
Contact:
Charles M. Hodge, Dean, College of Education
501/450-3175

Historically, many public schools have lacked the resources to provide staff development training or consultant services for evaluation activities. University teacher and administrator training personnel have been largely untapped because there has been no formalized means of bringing them together with schools in need of services.

The College of Education at the University of Central Arkansas adopted a mission of enhancing and increasing collaboration between the College and public school districts throughout the state. The goal is to address, by positive collaboration, critical issues confronting the educational system. The Center for Academic Excellence was established in 1984 for this express purpose.

Award Nominees

University of Central Florida
School Board-University Commitment to Excellence
Contact:
William H. Johnson, Dean
College of Education
407/275-2366

The Orange County Public Schools and the University of Central Florida's College of Education have formed a partnership to promote a school-university commitment to excellence. The purpose of the partnership is to benefit education by enriching the curriculum, strengthening the current work force, ensuring the quality of education needed for economic growth, and increasing community support and confidence. Three specific task forces, composed of university and public school personnel, were developed to address issues in school management, minority staff recruitment, joint research efforts, and enhancement of the internship experience for teachers pursuing initial certification. Preliminary feedback has been most encouraging.

University of Nevada, Las Vegas
Celebration of Excellence Seminars
Contact:
Dale G. Andersen, Dean, College of Education
702/739-3374

On the assumption that it is both appropriate and wise to recognize where excellence exists, to nurture it, to strengthen it, and to celebrate it, a cluster of special Seminars was created to be offered during the 1986, 1987 and 1988 summer sessions at the University of Nevada, Las Vegas. Each summer, five areas of teaching were identified as the focus of the Seminars.

The seminars bring together the 100 outstanding K-12 classroom teachers throughout the State of Nevada. These teachers meet for a full week on the UNLV campus with university professors and national consultants.

Follow-up of the participants from the 1986 and 1987 Celebration of Excellence Seminars indicate that the teachers typically take new ideas, information and concepts back to their home districts, share them with colleagues and apply them in their classrooms.

University of Wisconsin-Platteville
Center of Education for the Young Adolescent
Contact:
Charles W. Edwards, Dean, College of Education
608/342-1131

The Center:

- serves as a resource center for information about young adolescent development and middle-level education,
- plans and conducts a summer seminar for educators from participating middle-level schools,
- maintains a videotape library for middle school staff development,
- prepares instructional monographs/brochures for middle-level educators/parents,
- sponsors workshops for middle-level educators,
- maintains a young adolescent art collection from donor schools,
- provides a network that connects schools that are encountering a problem with schools who have recently attacked the same problem.

Weber State College (UT)
WEMATH: The Northern Utah Mathematics Network
Contact:
Patricia Henry, Professor of Mathematics
801/626-6095

Weber State and the public schools in four surrounding counties collaborate to bring the computer directly into mathematics classrooms. Schoolteachers learn to use a single computer as an instructional tool and to develop their own computer-based lessons. These programs are stored in a college computer and are instantly accessible to all teachers in the area as needed for daily instruction. The first 64 secondary participants have produced over 400 programs available on the network, which will soon expand to elementary schools.

Western Carolina University (NC)
Partnership of Equals:
A Laboratory School System Model
Contact:
Gurney Chambers, Dean
School of Education & Psychology
704/227-7311

This model clinical teaching program focuses on an effective implementation of a comprehensive, integrated system of sequential clinical teaching experiences. The two main features of this model are its emphasis on a laboratory system of schools and its establishment and nourishment of a mutually beneficial partnership of equals between public school teachers and university professors.

Coursework taken at each of three levels of clinical experiences combines theory and classroom experience in developing teaching skills through observations, one-on-one teaching, small group instruction, class instruction, videotaping, analysis and evaluation. Teachers in the public schools are involved in team teaching with the university instructors in several classes.

Creating New Strategies for Ensuring the Quality of Graduates in the Field of Education

California State University, Chico
Induction for the Beginning Teacher Program (IBT)
Contact:
Victoria L. Bernhardt, Director
Institute for Advanced Studies in Education
College of Education
916/895-6165

This postsecondary education program assists beginning teachers in making the transition from student to teacher. IBT offers new teachers a program of peer support, guidance and skill building. The induction program helps them develop educationally sound approaches in the classroom and establish long-term patterns of teacher effectiveness that will not only diminish their frustration, but increase job satisfaction and retention. IBT is designed to produce effective teachers who will make significant contributions to the classroom, provide a career ladder for experienced teachers, and provide information through evaluation that will lead to reform of preservice teacher education.

Georgia Southwestern College
Undergraduate Teacher Education
Contact:
Marjorie E. Ramsey, Chair
Division of Education
912/928-1285

Dramatic improvement in the quality of teacher education graduates at Georgia Southwestern College can be directly attributed to a mutual decision by Division of Education faculty in Fall 1985, to implement block scheduling and individualized advisement. Growing dissatisfaction with

daily one hour classes, isolation from the public schools, uneven accountability, and gaps in programming prompted the decision.

Outgrowths of the decision have created a number of quality initiatives. These include public school based college instruction, exciting Special Education ventures, Adopt-A-School with focus on the beginning teacher, an enriched extension of the undergraduate experience, a more cohesive student body in teacher education, higher success rates on state mandated competency measures, innovative teaching and enthusiastic support from administrators and teachers in area schools. Teacher education students are now involved in the "real world" of the teacher.

Idaho State University
The PARTNER Program (Professional Action to Retain Teacher Novices in Educational Ranks)
Contact:
Richard L. Sagness, Dean
College of Education
208/236-3370

The PARTNER Program is a unique, proactive collaboration between Idaho State University College of Education and Pocatello District #25 to support first year teachers. The program provides a structured induction program that emphasizes a team approach in developing the teaching skills of novices through assistance rather than evaluation. Teacher consultants participate in a university class to learn skills of mentoring their proteges. There is documented meaningful professional development for both the consulting teacher and the school administrator as well as the neophyte.

Jacksonville State University (AL)
Special Education Summer Clinic Program
Contacts:
Aquilla A. Mims, and Mrs. Cynthia Harper
Jacksonville State University
205/231-5781 X4091

Jacksonville State University has developed an exemplary summer program to train graduate interns and undergraduate practicum students in Special Education. The program provides model teachers who exemplify a philosophy and a curriculum supervised by university supervisors. The graduate and undergraduate students observe model teachers working with the following three groups: (1) the mentally retarded, (2) the emotionally conflicted, and (3) the learning disabled. The graduate students are then assigned to teach and are paired with the undergraduate practicum stu-

dents as teacher aids. The university supervisors and model teachers supervise and evaluate all activities.

Murray State University (KY)
Evaluation of Student Quality
Contact:
Tom L. Wagner, Director
of Program Evaluation
College of Education
502/762-2799

Murray State University's College of Education (COE) is two years into a five-year longitudinal study to evaluate its teacher education program. All beginning teacher education students are evaluated for critical thinking ability, teaching knowledge, teaching attitude and psychological type. These students will be re-evaluated upon graduation. Performance data of program graduates during the Kentucky Beginning Teacher Internship (1st year employment) will be assessed and correlated across all longitudinal data mentioned above and to other demographic/biographic information. Control groups of non-education majors from the Business and Science Colleges are used for comparison. All data will be studied and related to emerging individual departments' value-added program/course assessments.

Northeast Missouri State University
"Student Teacher Learning Communities"
Contact:
Edwin C. Carpenter, Head
Division of Language and Literature
816/785-4481

To make the first teaching practice a significant professional learning experience, the Division of Language and Literature of Northeast Missouri State University has initiated an innovative strategy entitled "Student Teacher Learning Communities." This strategy includes regularly scheduled professional development seminars on teaching, with emphasis on the liberal learning that undergirds successful teaching. This program was developed cooperatively by the local school system and university personnel and is conducted at the local school site. The learning communities provide a support system for the apprentice teachers, a clearinghouse for proven methods and new solutions, and a cooperative approach that draws upon numerous untapped resources in shaping principles of teaching practice and developing teaching styles and methodologies.

Slippery Rock University of Pennsylvania
Pre-Teacher Assessment
at Slippery Rock University of Pennsylvania
Contacts:
Dennis T. Fair, Professor of Special Education
Patricia A. Zimmerman, Professor of Physical Education
Paul Shaker
412/794-2510

The immediate goals of the SRU Pre-Teacher Assessment Program are to: (1) ensure the quality of graduates in the field of education by initially providing 45 sophomore candidates to the teacher education program with an assessment on the 13 dimensions of teacher behaviors; (2) provide each of these candidates with individual feedback on his/her baseline performance along with suggestions for improvement; and (3) train an additional 20 evaluators from the university faculty and local public schools.

The Pre-Teacher Assessment utilizes trained evaluators from the university faculty and local public schools to measure 13 dimensions of teacher behavior that are critical to effective instruction. These dimensions, which are measured through separate simulations, include: monitoring, leadership, sensitivity, problem analysis, strategic decision making, tactical decision making, oral communication, oral presentation, written communication, innovativeness, tolerance for stress, planning and organizing, and initiative.

University of Southern Mississippi
College of Education and Psychology-Teacher Education
Contact:
James O. Schnur, Dean
601/266-4568

This program addresses a series of state mandates requiring increased accountability from teacher education programs. Performance-based reviews of competencies to be demonstrated by first year teachers are embedded throughout this progam. Computer-managed quality assurance measures regulate student progress. Teaching, planning, and materials use; classroom procedures; and interpersonal skills effectiveness are monitored during the two year professional sequence. Seven education core courses and two separate student teaching experiences represent the final program phase. Over 150 different performance descriptors of student progress comprise the program. Computer data are collected on each student throughout the undergraduate years and the first year of teaching. All collected data provide an affirmative assessment for future curriculum revision.

Award Nominees

Initiating Innovative Applied Research Projects in Education and Disseminating the Findings to School and Other Campuses, As Well As Throughout the Institution

Eastern Michigan University
Collaboration for the Improvement of Teachers (CITE)
Contact:
Georgea M. Sparks, Project Director
313/487-1431

Research-based concepts on planning, effective teaching, classroom management and cooperative learning have been added to core teacher education courses. Teacher education faculty redesigned the following block courses: Social Aspects of Teaching, Curriculum and Methods, and Measurement and Evaluation. Human Development and Learning and other courses were also revamped.

University faculty members collaborated with teachers and administrators in local districts to design and implement a research-based pre-student-teaching field experience program. Collaboration for the Improvement of Teacher Education (CITE). The 200 students who enroll in the block of three courses go to a project teacher's classroom once a week to complete activities designed to illuminate research-based course concepts. Students also design a 5-day mini-unit that they teach at the end-of-semester teaching week. The unit design must demonstrate their knowledge and understanding of research-based course concepts.

The evaluation data gathered to date indicate that students are able to use research-based concepts during their teaching week, and to apply research-based concepts to analyze the results of their teaching.

Emporia State University (KS)
Kansas Law-Related Education
Contact:
Carol Roach, Director, LRE Project
Jones Institute for Educational Excellence
316/343-1200 ext. 5372

The Jones Institute for Educational Excellence, a division of the Teachers College of Emporia State University, directs a statewide partnership project in law-related education. Agencies and groups cooperating in the project include the Office of Judicial Administration (Kansas Supreme Court), State Department of Education, State Bar Association, and teachers and administrators from public and private school districts in the State of

tion of curriculum guides, grades K-12, for infusing law-related education into existing school curricula; delivering preservice and inservice teacher training sessions on law-related education, and encouraging district and community participation and support through educational presentations.

Florida Atlantic University
The Use of the TRF in Classification and Evaluation of Exceptional Student Programs
Contact:
Patsy Ceros-Livingston, College Director
305/776-1240 ext. 4121

A series of research projects in the use of the Teacher Report Form (TRF) of the Child Behavior Checklist was conducted. This instrument was used in classification studies for various exceptional student placements as well as for regular and alternative education students. An inservice module on the TRF was created and teachers were trained using the module. Major results are being disseminated at the local and national levels.

Northern Arizona University
The Arizona Career Ladder Research and Evaluation Project
Contact:
Richard D. Packard, Program Manager
602/523-5852

The purpose of the five-year pilot-test teacher incentive project is to determine whether rewarding teachers based on competency rather than years of experience: (1) enhances recruitment, retention, and motivation of high-quality teachers; (2) improves professional development and performance in the classroom; and (3) positively influences student academic achievement. Each year, districts receive feedback from "applied research," which allows for continuous cooperative efforts toward affecting program improvements. Formative reports are disseminated internally and to other states and institutions requesting the results. Final summative evaluations will be presented to the legislature in 1989, so that official bodies may make informed policy decisions with regard to statewide implementation.

Award Nominees

Florida International University
Graduate Urban Education Program
Contact:
George S. Morrison, Professor
Early Childhood and Urban Education
305/554-3418

The Graduate Urban Education Program is a collaborative teacher training program conducted by the Dade County Public Teacher Training Program conducted by the Dade County Public Schools, the United Teachers of Dade, and the College of Education at Florida International University. The program is designed to improve teaching and learning in urban elementary schools of Dade County, Florida. Unique features of the program include the collaborative design and implementation; relevancy of course content to teachers' needs in urban schools; the improvement of teaching and learning in urban schools; the clinical supervision model; prepayment of tuition, and stipends for successful completion; and the demonstrated ability to retain teachers in urban schools.

Murray State University (KY)
Improving Services to Minority
Handicapped Children Through
Preservice Training and Minority
Recruitment in Communication Disorders
Contact:
Cherie M. Richardson, Project Coordinator
502/762-6840

Information provided by the Council of Graduate Programs in Communication Sciences and Disorders indicates that although minority students in the South made up nearly 22 percent of the total undergraduate enrollments in Communication Sciences and Disorders, only 8.9 percent of students enrolled in master's programs were members of minority groups. Since the American Speech-Language-Hearing Association requires the master's degree for professional entry, it is apparent that most of the minority students who undertake study in Communication Sciences and Disorders do not pursue the necessary advanced degree and leave the profession entirely. This project focuses on recruiting and retaining minority graduate students to (1) complete their professional training and (2) conduct research on developing culturally sensitive, fair, and unbiased assessment and intervention approaches for communicatively handicapped minority children.

Purdue University, Calumet (IN)
Writing Renewal Project
Contact:
Zenobia Mistri, Associate Professor of English
219/989-2258

The Writing Renewal Project gives K-12 classroom teachers, master teachers, principals, and other school administrators a fresh understanding of relationships that exist between reading and writing by introducing them to contemporary theory and showing them how it can function in the classroom. It shows them how to develop a *caring* teaching relationship and how to pick up signals that students send in their writing. It speaks to rewards instead of penalties, to encouraging instead of discouraging. It makes learning an exciting process.

Discovering New Ways of Attracting Minority Youth to Enter the Teaching Profession

Eastern Michigan University
Future Educators of Michigan
Contact:
Christella Moody, Administrative Assistant to the Dean
College of Education
313/487-2035

Eastern Michigan University led an initiative to organize future educator clubs after examining the low number of minority students entering the teaching profession in the State of Michigan. A preliminary planning meeting, organized by EMU for selected public school representatives, led to a Fall Leadership Conference at which the concept was presented and accepted. Over the next six months, a statewide steering committee was established and approximately 40 clubs were organized in five cities. The first annual state-wide Future Educator Conference, with over 300 participants, was held in April 1988. Of the students attending future educators conferences, over 75 percent are black and at least 10 percent are Hispanic.

Georgia Southern College
A Recruitment, Retention, and Incentive Program
for Minority Youth to Become Teachers
Contact:
Jack Miller, Dean, School of Education
912/681-5649

This program is an innovative project designed to address the serious shortage of black teachers in the public schools of Georgia and other areas of the country. The model can be easily emulated. A consortium of public K-12 school systems, the private sector, and an institution of higher education recruits, retains, educates, and employs promising black high school students in the field of education. This plan is carried out using existing forms of student aid and private funds raised in the participating school districts. Academically superior minority youth who might not have considered teaching as a career find returning to their home district as teachers an attractive choice.

State University College at Buffalo (NY)
Career Ladder for Teacher Aides
to Become Teachers
Contact:
Barbara Sirvis, Dean
716/878-4214

This program addresses the concern for recruiting minority teachers for the 1990s. Without a doubt, there is a need for an increasing number of minority teachers in urban areas where there is also a need to focus on the unique learning needs of "at-risk students." In response to this need in Buffalo, a cooperative teacher preparation program was developed between the Buffalo Public Schools and the State University College at Buffalo. The program is designed in response to the nontraditional needs of teacher aides (predominantly from underrepresented groups) who are seeking a career ladder that will lead them to a professional position in education.

American Association of State Colleges and Universities
One Dupont Circle/Suite 700
Washington, DC 20036-1192

September 1988